

Contents

Volume 39 Issue 1 January 2005

1 In this issue

Editorials

- 2 New Year reflections on professionalism *J Bligh & J Brice*

- 4 Professionalism *J Bligh*

- 5 Making sense of qualitative research: a new series *N Britten*

Commentaries

- 7 Author misconduct: editors as educators of research integrity *A Marušić*

- 9 Proto-professionalism and the three questions about development *C Rees*

Professionalism

- 12 Before the white coat: perceptions of professional lapses in the pre-clerkship *S Ginsburg, N Kachan & L Lingard*

- 20 Using a standardised patient assessment to measure professional attributes *M van Zanten, J R Boulet, JJ Norcini & D McKinley*

- 30 Students' and assessors' attitudes towards students' self-assessment of their personal and professional behaviours *C Rees & M Shepherd*

- 40 Achievement of non-cognitive goals of undergraduate medical education: perceptions of medical students, residents, faculty and other health professionals *K V Mann, J Ruedy, N Millar & P Andreou*

- 49 The acceptability of 360-degree judgements as a method of assessing undergraduate medical students' personal and professional behaviours *C Rees & M Shepherd*

- 58 Proto-professionalism: how professionalisation occurs across the continuum of medical education *S R Hilton & H B Slotnick*

- 66 Identification with the role of doctor at the end of medical school: a nationwide longitudinal study *T Gude, P Vaglum, R Tyssen, Ø Ekeberg, E Hem, J O Røvik, K Finset & N T Grønvold*

- 75 The prediction of professional behaviour *D T Stern, A Z Frohma & L D Gruppen*

Standards in publishing

- 83 Author misconduct: not just the editors' responsibility *J Brice & J Bligh*

- 90 Reviewers' perceptions of the peer review process for a medical education journal *L Snell & J Spencer*

Current perspectives

- 98 What every teacher needs to know about clinical reasoning *K W Eva*

Clinical reasoning

- 107 The value of basic science in clinical diagnosis: creating coherence among signs and symptoms *NN Woods, L R Brooks & G R Norman*

Making sense of qualitative research

- 113 Conversation analysis: a practical resource in the health care setting *R Barnes*

Letter to the editor

- 116 Utilisation of surgical literature by trainers and trainees in Nigeria: and implications for training and research *E A Ameh, B B Shehu & A A Yakubu*

- 117 ASME announcement

- 118 Corrigendum

Volume 39 Issue 2 February 2005

119 In this issue

Editorial

- 120 Faculty development *J Bligh*

Commentaries

- 122 International rescue *L Pritchard*

- 124 Discrimination and health inequalities experienced by disabled people *C Melville*

Faculty development

- 127 Faculty development for teaching and evaluating professionalism: from programme design to curriculum change *Y Steinert, S Cruess, R Cruess & L Snell*

- 137 Resident doctors' understanding of their roles as clinical teachers *E H Morrison, J F Shapiro & M Harthill*

- 145 Emotional responses of tutors and students in problem-based learning: lessons for staff development *D Bowman & P Hughes*

- 154 Humanising medical education through faculty development: linking self-awareness and teaching skills *L H Pololi & R M Frankel*

- 163 Clinical teachers and problem-based learning: a phenomenological study *T Dornan, A Scherpbier, N King & H Boshuizen*

- 171 Investigating the use of sampling for maximising the efficiency of student-generated faculty teaching evaluations *C D Kreiter & V Lakshman*

Disability

- 176 What does 'disability' mean for medical students? An exploration of the words medical students associate with the term 'disability' *M Byron, Z Cockshott, H Brownell & T Ramkalawan*

Original research

- 184 Hospital doctors and their schemas about appropriate prescribing *M P Higgins & M P Tully*

- 194 Paired basic science and clinical problem-based learning faculty teaching side by side: do students

- evaluate them differently? *F T Stevenson, C M Bowe, R Gandour-Edwards & V G Kumari*
- 202 Teaching and learning population and preventive health: challenges for modern medical curricula *P M Régo & M-L Dick*
- 214 The use of qualitative research criteria for portfolio assessment as an alternative to reliability evaluation: a case study *E Driessen, C van der Vleuten, L Schuwirth, J van Tartwijk & J Vermunt*
The metric of medical education
- 221 Assessment of progress tests *J McHarg, P Bradley, S Chamberlain, C Ricketts, J Searle & J C McLachlan*
Making sense of qualitative research
- 228 Making sense of ethnography and medical education *P Atkinson & L Pugsley*
Arts and humanities
- 235 Embedding the humanities into medical education *S E Gull*
Letter to the editor
- 237 Extracurricular research experience of medical students and their scientific output after graduation *J J Reinders, T J B Kropmans & J Cohen-Schotanus*
- 238 **ASME announcement**

Volume 39 Issue 3 March 2005

- 239 *In this issue*
Editorial
- 240 How to choose tomorrow's doctors *J Morrison*
Commentaries
- 243 Education in the genetics era: genetics education for health professionals - an essential component of genetics policy *H Burton & R Zimmern*
- 245 Pilot evaluation of the World Federation for Medical Education's global standards for basic medical education *J Grant, J Marshall & N E Gary*
- 247 Implications of psychology-type theories for full curriculum interventions *G R Norman, K W Eva & H G Schmidt*
Student selection
- 250 Assessing suitability for a problem-based learning curriculum: evaluating a new student selection instrument *S E Chamberlain & J Searle*
- 258 Assessment of personal qualities in relation to admission to medical school *M Ann Lumsden, M Bore, K Millar, R Jack & D Powis*
- 266 Selection of medical students according to their moral orientation *M Bore, D Munro, I Kerridge & D Powis*
Assessment
- 276 Sources of validity evidence for an internal medicine student evaluation system: an evaluative study of

- assessment methods *C Auewarakul, S M Downing, U Jaturatamrong & R Praditsuwan*
- 284 Assessment in the context of uncertainty: how many members are needed on the panel of reference of a script concordance test? *R Gagnon, B Charlin, M Coletti, E Sauvé & C van der Vleuten*
- 292 The development, validity and reliability of a multimodality objective structured clinical examination in psychiatry *K Walters, D Osborn & P Raven*
- 299 Putting double marking to the test: a framework to assess if it is worth the trouble *R Cannings, K Hawthorne, K Hood & H Houston*
- 309 Assessing professional competence: from methods to programmes *C P M van der Vleuten & L W T Schuwirth*
Anatomy teaching
- 318 Perceptions of dissection by students in one medical school: beyond learning about anatomy. A qualitative study *H K Lempp*
- 326 Do students have sufficient knowledge of clinical anatomy? *K J A H Prince, A J A A Scherpelz, H van Mameren, J Drukker & C P M van der Vleuten*
Short report
- 333 Avoidable breaches of confidentiality: a study among students of medicine and of law *B S Elger & T W Harding*
Making sense of qualitative research
- 338 Discursive psychology as a qualitative approach for analysing interaction in medical settings *J Potter & A Hepburn*
Letters to the editor
- 345 Should plastic surgery experience be an integral part of orthopaedic and trauma surgical training? *M S Gaston, A Amin & K J Stewart*
- 345 The contribution of the social sciences to academic medicine *W Caan & D Hillier*

Volume 39 Issue 4 April 2005

- 347 *In this Issue*
Editorial
- 348 Self-directed learning - the importance of concepts and contexts *G C Greveson & J A Spencer*
Commentaries
- 350 The importance of clinical outcomes in medical education research *F M Chen, H Burstyn & J Huntington*
- 352 Problem-based learning: let's not throw the baby out with the bathwater *K J Ferguson*
- 353 Threats to the validity of clinical teaching assessments: What about rater error? *S M Downing*

- Student learning**
- 356 How can medical students learn in a self-directed way in the clinical environment? Design-based research *T Dornan, J Hadfield, M Brown, H Boshuizen & A Scherpelz*
 - 365 'Sorry, it's my first time!' Will patients consent to medical students learning procedures? *S A Santen, R R Hemphill, C M Spanier & N D Fletcher*
 - 370 The Self-Directed Learning Readiness Scale: a factor analysis study *J D Hoban, S R Lawson, P E Mazmanian, A M Best & H R Seibel*
- Problem-based learning**
- 380 Influence of new educational technology on problem-based learning at Harvard Medical School *B Price Kerfoot, B A Masser & J P Hafler*
 - 388 Problem-based learning improves the academic performance of medical students in South Africa *J E Iputo & E Kzwira*
 - 394 General competencies of problem-based learning (PBL) and non-PBL graduates *K J A H Prince, P W L J van Eijl, H P A Boshuizen, C P M van der Vleuten & A J J A Scherpelz*
- Original research**
- 402 Electronic delivery of research summaries for academic generalist doctors: a randomised trial of an educational intervention *K Mukohara & M D Schwartz*
 - 410 Do extended matching multiple-choice questions measure clinical reasoning? *J Beullens, E Struyf & B Van Damme*
- Current perspectives**
- 418 Research in clinical reasoning: past history and current trends *G Norman*
 - Making sense of qualitative research**
 - 428 Conversation analysis, doctor-patient interaction and medical communication *D W Maynard & J Heritage*
- Letters to the Editor**
- 436 The use (and abuse) of the term 'portfolio' *C Rees*
 - 437 Lumbar puncture experience among medical school graduates: the need for formal procedural skills training *M S Cartwright, P S Reynolds, Z M Rodriguez, W A Breyer & J M Cruz*
 - 438 ASME announcement
- Volume 39 Issue 5 May 2005**
- 439 *In this Issue*
 - Editorial**
 - 440 Editorial direction and relevance *J Bligh*
 - Commentaries**
 - 442 The long case revisited *R K McKinley, A M Hastings & S Petersen*
 - 443 Dither: indecisive agitation *T Inui*
- 445 More than doctors' communication skills *D E Kern & K A Cole*
- Interprofessional learning**
- 448 Characteristics of doctors and nurses as perceived by students entering medical school: implications for shared teaching *J R Rudland & G J Mires*
 - 456 The case for educating health care students in professionalism as the core content of interprofessional education *R P McNair*
- Communication**
- 465 Misunderstandings: a qualitative study of primary care consultations in multilingual settings, and educational implications *C Roberts, B Moss, V Wass, S Sarangi & R Jones*
 - 476 Communication, stress and distress: evolution of an individual support programme for medical students and doctors *D Cohen, S Rollnick, S Smail, P Kinnersley, H Houston & K Edwards*
 - 482 A structured communication adolescent guide (SCAG): assessment of reliability and validity *K Blake, N Vincent, S Wakefield, J Murphy, K Mann & M Kucher*
 - 492 How should trainees be taught to open a clinical interview? *A Walter, C Bundy & T Dornan*
- Original research**
- 497 Exploring family physicians' reactions to multi-source feedback: perceptions of credibility and usefulness *J Sargent, K Mann & S Ferrier*
- Really Good Stuff: New ideas in medical education**
- 505 A peer-reviewed collection of reports on innovative approaches to medical education edited by *M Brownell Anderson*
 - Making sense of qualitative research**
 - 534 Stories as data, data as stories: making sense of narrative inquiry in clinical education *A Bleakley*
- Volume 39 Issue 6 June 2005**
- 541 *In this issue*
 - Editorials**
 - 542 Assessing the quality of research *J Morrison & J Bligh*
 - 544 Medical education research: being strategic *J Searle & D Prideaux*
 - 546 Reflecting on the challenges facing continuing medical education today *K V Mann*
 - 548 Physician, heal thyself – but not on your own, please *J Spencer*
 - Announcement**
 - 550 New section editor for the Arts and Humanities section
 - Editorial**
 - 551 Not everything that counts can be counted *J Gordon*

- Commentary**
- 555 Where health services research has led, medical education research may follow *G C M Watt*
- Continuing education**
- 557 Sustainability of change with quality general practitioner education in adolescent health: a 5-year follow-up *L Sanci, C Coffey, G Patton & G Bowes*
- 561 A review of evaluation outcomes of web-based continuing medical education *V R Curran & L Fleet*
- 568 The development of a participant questionnaire to assess continuing medical education presentations *T J Wood, M Marks & M Jabbour*
- 573 Progression of junior doctors into higher specialist training *T W Lambert & M J Goldacre*
- 580 Blurring the boundaries: scenario-based simulation in a clinical setting *R L Kneebone, J Kidd, D Nestel, A Barnet, B Lo, R King, G Z Yang & R Brown*
- Medical student welfare**
- 588 Where students go when they are ill: how medical students access health care *C Hooper, R Meakin & M Jones*
- 594 Stress and depression among medical students: a cross-sectional study *M Dahlin, N Joneborg & B Runeson*
- Arts and humanities**
- 605 Just a spoonful of humanities makes the medicine go down: introducing literature into a family medicine clerkship *J Shapiro, A Duke, J Baker & C S Ahearn*
- 613 The many and conflicting histories of medical education in Canada and the USA: an introduction to the paradigm wars *B Hodges*
- 622 In their own words: presenting the patient's perspective using research-based theatre *M E Rosenbaum, K J Ferguson & L A Herwoldt*
- Making sense of qualitative research**
- 632 Theme-oriented discourse analysis of medical encounters *C Roberts & S Sarangi*
- Letter to the editor**
- 641 Improving efficiency in medical education: the next big challenge? *R Hays*
- Forthcoming papers**
- 643 WFME announcement
- 644 ASME announcement
- 645 Errata
- 649 Clinical skills centres: where are we going? *P Bradley & J Bligh*
- Commentaries**
- 651 Lay participation in medical school curriculum development: whose problem is it? *M O'Keefe & N Britten*
- 653 The future is flexible? *D Cohen & P Kinnersley*
- 655 Lessons for curriculum development and for education in caring for older people: The AAMC-Hartford Geriatrics Curriculum Program *P A O'Neill & M Holland*
- Undergraduate learning**
- 657 Using a diary to quantify learning activities *T J Wilkinson, J E Wells & J A Bushnell*
- 665 Change in knowledge and skills of Year 3 undergraduates in evidence-based medicine seminars *T B Weberschock, T C Ginn, J Reinhold, R Strametz, D Krug, M Bergold & J Schulze*
- 672 Independent student study groups *G D Hendry, S J Hyde & P Davy*
- 680 Developing an outcome-focused core curriculum *D Newble, P Stark, N Bax & M Lawson*
- Undergraduate clinical practice**
- 688 A survey of staff attitudes to increasing medical undergraduate education in a district general hospital *J Macdonald*
- 696 How medical residents perceive the quality of supervision provided by attending doctors in the clinical setting *J O Busari, N M Weggelaar, A C Knottnerus, P-M Greidanus & A J J A Scherpbier*
- 704 Students' opinions about their preparation for clinical practice *K J A H Prince, H P A Boshuizen, C P M van der Vleuten & A J J A Scherpbier*
- Student assessment**
- 713 Peer assessment of professional competence *E F Dannefer, L C Henson, S B Bierer, T A Grady-Weliky, S Meldrum, A C Nofziger, C Barclay & R M Epstein*
- 723 A structured assessment of newly qualified medical graduates *V C Burch, R C Nash, T Zabow, T Gibbs, L Aubin, B Jacobs & R J Hift*
- Current perspectives**
- 732 Problem-based learning: future challenges for educational practice and research *D H J M Dolmans, W De Graaf, I H A P Wolfhagen & C P M van der Vleuten*
- Making sense of qualitative research**
- 742 Making sense of focus groups *R S Barbour*
- Letters to the editor**
- 751 Paired lecturing by a basic medical scientist and a clinician *M Carroll & J Powell-Tuck*
- 752 Medical students' motivation *F M Atacanli & T Aktug*
- 752 Author's reply *D T Sobral*
- 753 Erratum
- 754 ASME announcement
- Volume 39 Issue 7 July 2005**
- 647 *In this issue*
- Editorials**
- 648 Outcomes-based education for a changing health service *J Morrison*

Volume 39 Issue 8 August 2005**755 In this issue****Editorials**

- 756 Think global, act regional: promoting change in medical education *D Prideaux*

- 757 Looking for the child's perspective *M Bearman, G Bowes & B Jolly*

Commentaries

- 760 Establishment of a quality and standards advisory group *K W Eva, S K Calman & L D Gruppen*

- 761 Accidental hero *L Pritchard*

Professional attitudes and behaviour

- 763 The nature of qualitative comments in evaluating professionalism *A Frohna & D Stern*

- 769 Defining professionalism in anaesthesiology *R A Kearney*

- 777 Everyday classism in medical school: experiencing marginality and resistance *B L Beagan*

Making sense of qualitative research

- 785 Explanations in consultations: the combined effectiveness of doctors' and nurses' communication with patients *S Collins*

Paediatric teaching and assessment

- 797 Teaching paediatric residents about learning disorders: use of standardised case discussion versus multimedia computer tutorial *C F Bridgemohan, S Levy, A K Veluz & J R Knight*

- 807 Doctors' consultations with children and their parents: a model of competencies, outcomes and confounding influences *J Crossley & H Davies*

- 820 Children and their parents assessing the doctor-patient interaction: a rating system for doctors' communication skills *J Crossley, C Eiser & H A Davies*

Regional medical education

- 829 Medical education in Southeast Asia: emerging issues, challenges and opportunities *Z Amin, K Hoon Eng, M Guer, K Dow Rhon & T Chay Hoon*

- 833 Analysis and prospects for curricular reform of medical schools in Southeast Europe *R Likic, T Dusek & D Horvat*

Student assessment

- 841 Developing an education and assessment framework for the Foundation Programme *J Beard, A Strachan, H Davies, F Patterson, P Stark, S Ball, P Taylor & S Thomas*

- 852 Effects of item and rater characteristics on checklist recording: what should we look for? *P Huber, A Baroffio, E Chamot, F Herrmann, M R Nendaz & N V Vu*

Discussion paper

- 859 Informal learning in postgraduate medical education: from cognitivism to 'culturism' *T Swanwick*

- 866 ASME announcement

Volume 39 Issue 9 September 2005**867 In this issue****Editorial**

- 868 Time for gun control? *J Spencer & T Lennard*

Commentaries

- 870 Heuristics and biases – a biased perspective on clinical reasoning *K W Eva & G R Norman*

- 872 Outreach is better than selection for increasing diversity *J C McLachlan*

- 876 'Dear Editor ...': advice on writing a covering letter *J Brice & J Bligh*

- 877 Routinely collected educational data: challenges to ethics and to privacy *W D Dauphinee & R C Frecker*

Current perspectives

- 880 Current perspectives in assessment: the assessment of performance at work *J J Norcini*

Assessment

- 890 Answering multiple-choice questions in high-stakes medical examinations *M R Fischer, S Herrmann & V Kopp*

- 895 The validity and reliability of the Tertiary Student Values Scale (TSVS) *R Mariño & G W Stuart*

- 904 Reliability of the Clinical Teaching Effectiveness Instrument *H H van der Hem-Stokroos, C P M van der Vleuten, H E M Daelmans, H J T M Haarman & A J J A Scherpbil*

- 911 Validation of core medical knowledge by postgraduates and specialists *F Koens, J J D J M Rademakers & O Th J Ten Cate*

Widening access

- 918 A model for widening access into medicine and dentistry: the SAMDA-BL project *A W Kamali, S Nicholson & D F Wood*

Student learning

- 926 'You learn better under the gun': intimidation and harassment in surgical education *L J Musselman, H M MacRae, R K Reznick & L A Lingard*

- 935 Attitude towards computer-based learning: determinants as revealed by a controlled interventional study *A K Hahne, R Benndorf, P Frey & S Herzog*

Research ethics

- 944 Ethical permission for the publication of routinely collected data *J C McLachlan & J McHarg*

Clinical case recall

- 949 Inducing expertise effects in clinical case recall *P F Wimmers, H G Schmidt, P P J L Verhoeven & M W J van de Wiel*

Maternal evaluations

- 958 Early identification of 'at-risk' students by the parents of paediatric patients *M O'Keefe & J Whitham*

- 966 The stability of maternal ratings of medical student interviews *M O'Keefe & J Whitham*

Letters to the Editor

- 970 Use and misuse of Likert scales *G Pell*
 971 Author's reply *S Jamieson*
 971 Smoking prevalence in Japanese medical students, 1992–2004 *K Ozasa, M Shigeta, K Hayashi, M Yuge & Y Watanabe*
 972 Should cinema be used for medical student education in psychiatry? *H A Bhagat*
 973 ASME announcement

Volume 39 Issue 10 October 2005975 *In this issue***Editorial**

- 976 Arts and humanities *J Gordon*

Commentaries

- 978 Knowledge is a call to action *R J Marshall*
 979 Not just widening access, but widening experiences during medical school: students' perspective *A V Cooper, R L Cox, D J Pearson & A-J Haider*

Primary care teaching

- 982 Teaching and medical errors: primary care preceptors' views *K M Mazor, M A Fischer, H-L Haley, D Hatem & M E Quirk*
 991 Individualised training to improve teaching competence of general practitioner trainers: a randomised controlled trial *S Schol, J Goedhuys, T Notten & W Betz*

- 999 The listening loop: a model of choice about cues within primary care consultations *S Cocksedge & C May*

- 1006 The development and implementation of an educational intervention on first episode psychosis for primary care *H Lester, L Tait, A Khera, M Birchwood, N Freemantle & P Patterson*

Education studies

- 1015 Effects of basic clinical skills training on objective structured clinical examination performance *J Jünger, S Schäfer, C Roth, D Schellberg, M Friedman Ben-David & C Nikendi*
 1021 The effect of giving information in advance on the clinical training of medical students *K Westberg, M Sandlund & N Lyngå*
 1027 Comparison of directed and self-directed learning in evidence-based medicine: a randomised controlled trial *P Bradley, C Oterholt, J Herrin, L Nordheim & A Bjørndal*

Teaching behaviours

- 1036 Observed versus reported precepting skills: teaching behaviours in a community ambulatory clerkship *I J Bardella, J Janosky, D M Elnicki, D Ploof & R Kolarik*

Team-based learning

- 1045 Active learning in a Year 2 pathology curriculum *P Koles, S Nelson, A Stolfi, D Parmelee & D DeStephen*

Arts & humanities

- 1056 The limits of narrative: medical student resistance to confronting inequality and oppression in literature and beyond *D Wear & J M Aultman*
 1066 Flexner's ethical oversight reprised? Contemporary medical education and the health impacts of corporate globalisation *T A Faunce & P Gatenby*

Letters to the editor

- 1075 Student research projects as an aid to learning pharmacology *P R Shankar & A K Dubey*
 1076 Follow-up evaluation of Finnish undergraduate education in otorhinolaryngology *E Kentala, P S Matila & J Nieminen*
 1077 Do informal interviews improve medical student empathy with the elderly? *L Ahmad, E Sawley & H Creasey*
 1078 Clinical skills centres: where did we come from? *A Wearn & H Bhoopathkar*

Volume 39 Issue 11 November 20051079 *In this issue***Announcement**

- 1080 New Editor for *Medical Education*
Editorial

- 1081 Coming to a medical school near you: full motion video medical education *M Albanese*
Commentary

- 1083 The significance of de-rolling and debriefing in training medical students using simulation to train medical students *F Stafford*
Information technology

- 1086 Comparison of text and video cases in a post-graduate problem-based learning format *T Balslev, W S de Grave, A M M Muijtjens & A J J A Scherpbier*

- 1093 Assessment of the quality of interaction in distance learning programmes utilising the Internet (WebCT) or interactive television (ITV) *R J Mash, D Marais, S Van Der Walt, I Van Deventer, M Steyn & D Labadarios*
Diversity

- 1101 Survey on Aboriginal issues within Canadian medical programmes *A Spencer, T Young, S Williams, D Yan & S Horsfall*

- 1110 Competency-based assessment and cultural compression in medical education: lessons from educational anthropology *J Rogers*

- 1118 Integrating gender into a basic medical curriculum *P Verdonk, L J L Mans & A L M Lagro-Janssen*
- 1126 Effect of ethnicity and gender on performance in undergraduate medical examinations *I Hag, J Higham, R Morris & J Dacre*
- Consultant attitudes**
- 1129 Consultant attitudes to undertaking undergraduate teaching duties: perspectives from hospitals serving a large medical school *R G Hendry, G K Kawai, W E Moody, J E Sheppard, L C R Smith, M Richardson, J M Mathers & J M Parry*
- Letters to the editor**
- 1140 Response to 'explanations in consultations: the combined effectiveness of doctors' and nurses' communication with patients' *J Barratt*
- 1141 The definition of 'portfolio' *G Cole*
- 1142 'Portfolio' definitions: do we need a wider debate *C Rees*
- Really Good Stuff: New ideas in medical education**
- 1143 A peer-reviewed collection of reports on innovative approaches to medical education edited by *M Brownell Anderson*

Volume 39 Issue 12 December 2005

- 1173 *In this Issue*
- Editorial**
- 1174 The editorial imperative *J Bligh*
- Commentaries**
- 1176 Entrustability of professional activities and competency-based training *O ten Cate*
- 1178 Beyond the 'four Ds of Multiculturalism': taking difference into account in medical education *B Frank & A MacLeod*
- Qualitative series**
- 1180 Conducting ethnography in medical settings *C Pope*
- The metric of medical education**
- 1188 A practical guide to assessing clinical decision-making skills using the key features approach *E A Farmer & G Page*

Patient safety

- 1195 A comprehensive collaborative patient safety residency curriculum to address the ACGME core competencies *R Singh, B Naughton, J S Taylor, M R Koenigsberg, D R Anderson, L L McCausland, R G Wahler, A Robinson & G Singh*

Systems of medical education

- 1205 Educating doctors in France and Canada: are the differences based on evidence or history? *C Segouin & B Hodges*

Teaching

- 1213 The development of medical teachers: an enquiry into the learning histories of 10 experienced medical teachers *J MacDougall & M J Drummond*

- 1221 The interpersonal, cognitive and efficiency domains of clinical teaching: construct validity of a multi-dimensional scale *T J Beckman & J N Mandrekar*

Student learning

- 1230 Conditions for successful reflective use of portfolios in undergraduate medical education *E W Driessens, J van Tartwijk, K Overeem, J D Vermunt & C P M van der Vleuten*

- 1236 An explorative study into learning on international traineeships: experiential learning processes dominate *S Niemantsverdriet, C P M van der Vleuten, G D Majoor & A J J A Scherpelz*

- 1243 Analysing the concept of context in medical education *F Koens, K V Mann, E J F M Custers & O T J Ten Cate*

- 1250 List of referees for 2005

Letters to the editor

- 1254 A further example of paired-teacher lecturing to link theory to practice *J N Hudson*

- 1255 Attitudes of medical students and residents toward multidisciplinary team approach *M Tanaka & M Yokode*

- 1257 **WFME announcement**

- 1258 **ASME announcement**

- 1259 **Author index**

- 1267 **Subject index**



